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ABSTRACT

The elective course of study about the lives of selected Americans who shaped events is intended for grades seven through nine and arranged to fit the quinmester administrative organization of schools. Aims for students are to: study key individuals in the context of their time to understand how they affect culture and history; identify with interesting Americans who enriched and contributed to American culture; and to recognize that values change with changing conditions and the passing of time. It is hoped that by using biography as a means the student will better understand history. Nine activity units outlined are: the definition and uses of Biography; Americans with Unpopular Causes; Americans who Achieved Success in spite of Prejudice and Discrimination; Social Reformers; Americans Related to Industry and Labor; Creative and Talented Americans; Americans Related to Science, Medicine, and Technology; Americans in Politics and Government; and, Americans Concerned with Cities. A resource materials section lists textual and audio-visual materials, and, supplemental pupil and teacher resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

AMERICAN BIOGRAPHIES

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SOCIAL STUDIES

LANGUAGE ARTS

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by Grace C. Abrams and Fran Schmidt

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF SELECTED AMERICANS AND THEIR TIMES. AIMS INCLUDE THE UNDERSTANDING OF THE FRAME OF REFERENCE OF AN INDIVIDUAL IN THE CONTEXT OF HIS TIME, AND HOW INDIVIDUALS CAN AFFECT HISTORY AND CULTURE.

COURSE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: A STUDY OF THE LIVES OF KEY INDIVIDUALS IN OUR SOCIETY CAN LEAD TO GREATER UNDERSTANDING AND APPRECIATION OF OUR HISTORY AND CULTURE.

YOUNG PEOPLE CAN MORE READILY IDENTIFY WITH INTERESTING HUMAN BEINGS THAN WITH ABSTRACT IDEAS OR DISTANT HAPPENINGS.

BY THE USE OF BIOGRAPHY, THE STUDY OF THE LIVES OF COURAGEOUS AND COLORFUL AMERICANS, THE STUDENT WILL LEARN ABOUT THE VALUES HELD BY THESE AMERICANS AND RECOGNIZE THAT VALUES SOMETIMES DRAMATICALLY CHANGE WITH THE PASSING OF TIME.

COURSE GOALS:

1. THE STUDENT WILL CITE REASONS FOR THE USE OF BIOGRAPHY AS A MEANS OF UNDERSTANDING AMERICAN HISTORY AND CULTURE.

2. BASED ON RESEARCH THE STUDENT WILL COMPARE AND CONTRAST AMERICANS, PAST AND PRESENT, WHO ARE KNOWN FOR THE UNPOPULAR CAUSES THEY DEFEND.

3. THE STUDENT WILL RESEARCH THE LIFE AND TIMES OF SOME AMERICANS WHO ACHIEVED "SUCCESS" IN SPITE OF PREJUDICE AND DISCRIMINATION.

4. BASED ON THEIR READINGS THE STUDENT WILL ANALYZE THE CONDITIONS OF THE SOCIETY WHICH NECESSITATED SOME AMERICANS TO ENGAGE IN COURAGEOUS EFFORTS TOWARD SOCIAL REFORMS, AND MAKE A JUDGMENT AS TO THE EFFECTIVENESS OF THE REFORMER.

5. THE STUDENT WILL RESEARCH SOME AMERICANS WHO CONTRIBUTED TO THE GROWTH OF INDUSTRY AND LABOR AND ASSESS THE PROBLEMS ENCOUNTERED BECAUSE OF THIS GROWTH.

6. THE STUDENT WILL IDENTIFY SOME AMERICANS WHO HAVE ENRICHED OUR CULTURE BECAUSE OF THEIR CREATIVITY AND TALENTS AND WILL EXAMINE THEIR LIVES AND TIMES.

7. THE STUDENT WILL IDENTIFY GREAT AMERICANS WHO HAVE ADDED TO OUR KNOWLEDGE OF SCIENCE, MEDICINE, AND TECHNOLOGY AND WILL EXAMINE THEIR LIVES AND TIMES.

8. THE STUDENT WILL IDENTIFY SOME AMERICANS, PAST AND PRESENT, WHO HAVE CONTRIBUTED TO THE DEVELOPMENT OF AMERICAN FREE INSTITUTIONS UNDER LAW AND EXAMINE THEIR LIVES AND TIMES.

9. THE STUDENT WILL IDENTIFY AMERICANS WHO HAVE CONTRIBUTED TO THE DEVELOPMENT AND PLANNING OF CITIES AND EXAMINE THEIR LIVES AND TIMES.

COURSE CONTENT OUTLINE:

I. Biography

- A. Definition
- B. Uses of
  1. Historically
  2. Culturally

II. Americans with Unpopular Causes

- A. Social Reformers
- B. Political Reformers
- C. Economic Reformers

III. Americans who Achieved Success in spite of Prejudice and Discrimination

- A. Socially
- B. Economically
- C. Politically

IV. Social Reformers

- A. Conditions in the Society
- B. Effectiveness of the Reformer

V. Americans Related to Industry and Labor

- A. Big Business
- B. Labor Unions
- C. Resultant Problems

VI. Creative and Talented Americans

- A. Their Lives and Times

VII. Americans Related to Science, Medicine, and Technology

- A. Their Lives and Times

VIII. Americans in Politics and Government

- A. Their Lives and Times

IX. Americans Concerned with Cities

- A. Their Lives and Times

GOAL: THE STUDENT WILL CITE REASONS FOR THE USE OF BIOGRAPHY AS A MEANS OF UNDERSTANDING AMERICAN HISTORY AND CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A study of the lives of key individuals in our society can lead to greater understanding of history and culture. Biography can be objective or subjective.	A. The student will cite reasons for the use of Biography as a means of understanding history and the culture.	1. The student should define: Biography subjective objective author autobiography fiction culture social scientists non-fiction Questions: What is the difference between biography and autobiography? What happens to truth when you write about yourself? How objective is biography? What happens to truth when a writer does a biography of an individual he admires? What happens to the truth when a writer does a biography of an individual he dislikes? 2. Discuss statements and beliefs of Rousseau, Carlyle and Bruce Joyce. a. Rousseau, who prescribed for EMILE, a study of the lives of men as a means to the understanding of man. b. Thomas Carlyle proposed "great man" theory (all of history can be understood through a study of the lives of great men who shape events). c. Bruce Joyce, social scientist, said that biography enables the student to study key individuals and their lives intensively. Questions: Does biography lead to a more analytical approach to history? 3. The student will cite reasons for his agreement or disagreement to the following statements: "There is properly no history, only biography" ---Ralph Waldo Emerson---

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"Read . . . nothing but biography for that is life without theory." ---Benjamin Disraeli---
	B. The student will get acquainted with biograhical materials and select his area of interest.	1. Long range assignments: (with on-going presentations by student) The student will read (over a specified period of time) the biography of an American from any of the following areas: a. Americans known for unpopular causes b. Americans who achieved "success" despite prejudice and discrimination c. Americans engaged in"social reform" and other reforms d. Americans who contributed to the rise of labor and industry e. Americans in the Arts: Music, Literature, Theatre, Dance, Art, Recreation and Sports f. Americans who added to our knowledge of science, medicine and technology g. Americans in government, politics, courts h. Americans who contributed to growth and change in our cities and urban areas 2. Through creative dramatics-role playing or short interesting biographical talk sketches, the student will present a picture of the American trying to answer the questions: Did the times contribute to the making of the man, or did the man contribute to the making of the times? What characteristics of the man (woman) did you find most interesting?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will utilize library materials dealing with biography.	1. The student will spend some time in the library familiarizing himself with biographical materials such as Who's Who, etc. The student should read short biographical sketches in these reference books so that he may more easily select a biography in his area of interest. 2. The teacher will list some quotes of Americans (or the student will research quotes of interest to them) and the student will make generalizations about the personality and the beliefs of that American. Example: "Go put your creed into your deed, Nor speak with double tongue." ---Emerson, Ode: Concord---

GOAL: BASED ON RESEARCH, THE STUDENT WILL COMPARE AND CONTRAST AMERICANS (PAST AND PRESENT) WHO ARE KNOWN FOR THE UNPOPULAR CAUSES THEY DEFEND.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
In every age there are men and women of courage and vision who fight for unpopular causes.	A. The student will identify "reformers" in their proper frame of reference.	1. The student should know the following words: Pacifist Socialism conscientious objector radical consumer civil disobedience social security 2. The student will construct a time-line and place the following Americans in their proper time: Thomas Paine John Peter Zenger Margaret Sanger J. William Fulbright Robert Oppenheimer Joan Baez Joseph Palmer Kate Millet A. J. Muste Henry David Thoreau W. E. B. DuBois Norman Thomas Horace Greeley Jerry Rubin Eugene Debs Dr. Daniel Ellsberg Billy Mitchell (Student or teacher could add to the list) 3. The student will discuss these people in their proper frame of reference. What do they advocate? Why? Are there any similarities in their causes? In their personalities? In the methods used? Why were (are) the conditions in the society that produced (produce) such men and women with such causes? Are the unpopular causes of yesterday accepted readily today? (The above activity will require quite a bit of library research.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Referring to the book: The Unpopular Ones, and using biographical sketches on Horace Greeley, the teacher should read the following excerpt and discuss the comparison between the ideas of Greeley and those of some men today: In an angry editorial called "What Means This War," Greeley declared: "It means that the Commandments are to be read and obeyed by our people thus: Thou shalt kill Mexicans. Thou shalt steal from them, hate them, burn their houses, ravage their fields, and fire red-hot cannon balls into towns swarming with their wives and children." 5. The teacher will ask: a. Who in America today speaks with such emotion and fervor against the present war in Vietnam? b. Why was Horace Greeley so against the war with Mexico? c. Why are some of the anti-war spokesmen of today against the Vietnam War? What are the reasons they give? d. Are the reasosn basically the same?
To everything there is a season, and a time to every purpose under the heaven... ---Old Testament---	B. The student will identify "unpopular" causes of yesterday which are accepted today.	1. Again referring to the book: The Unpopular Ones, using the sketch on Horace Greeley the teacher will list some of the ideas advocated by Mr. Greeley such as: a. expose fraudulent patent medicines b. right of men to jobs c. unemployment insurance d. medicare e. social security f. profit-sharing g. government anti-smoking measures

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		h. women's sufferage i. child labor laws j. minimum wage laws Ask: Which of the above have been accepted and are now a part of America's way of life? What are some of the radical, unpopular ideas of some in our society today that might be readily accpeted at a later date in our history?
Individuals fight for rights and reform at great personal sacrifice.	C. The student will make generalizations as to why unpopular ideas of today might be accepted tomorrow.	1. The student may make some generalizations as to why unpopular ideas of today might be readily accepted as "good" ideas at another period in history. Discuss: a. Is there any truth in the statement that people must be <u>ready</u> for an idea? b. "To every thing there is a season, and a time to every purpose under the heaven..." ---Old Testament--- 2. Throughout history, some Americans who had unpopular ideas were rejected, shamed, ridiculed and even jailed. The student will describe or role-play some of those events. (example: Thousands of rioters stormed Horace Greeley's newspaper, the <u>Tribune</u>, and yelled: "Death to the Tribune.") The student might discuss men of today who have unpopular ideas. 3. Henry David Thoreau witheld taxes to protest an unjust war. He stated: "The soldier is applauded who refuses to serve in an unjust war by those who do not refuse to sustain the unjust government which makes the war!"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Was he criticizing those who paid their taxes which supported the government that was engaging in the war? Was his act of civil-disobedience effective? Were his ideas accepted? What happened to him as a result of his protest? What were the social implications of his act of civil disobedience? 4. Joan Baez, popular folk-singer, followed the ideas of Thoreau (She withheld a portion of her income taxes designated for war). Her husband, David Harris, refused service in the army because of the Vietnam War, and was jailed. The student will compare and contrast Thoreau and Baez and her husband in their methods of protest against war. The student will critically assess his personal values and beliefs concerning civil disobedience as it relates to war. NOTE: This topic could be used for debate. 5. The teacher may show the following filmstrips: Thoreau (Filmstrip House) Civil Disobedience (Guidance Assoicates) Concord: A Nation's Conscience (Emerson and Thoreau) (Guidance Associates) General discussion

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. "The liberty of the press is a subject of the greatest importance..." said John Peter Zenger. The student should research the Zenger case and compare it with the Supreme Court ruling of the case against the New York Times for its part in publishing "secret" documents about the war in Vietnam. After showing the filmstrip: Freedom of the Press - Zenger, or the film, Mightier than the Sword: Zenger and Freedom of the Press, 1-10156, the teacher should ask the students to analyze and react to the idea of Freedom of the Press as it related to these two specific incidents. 7. Tom Paine was both accepted and rejected in his time. The student will analyze why this was so. How can one man, within a life time, be admired by so many and then at another time, be so scorned? (The teacher should try to elicit the understanding that Paine's ideas of patriotism and revolution were eagerly accepted, but his ideas about religion were rejected by many.) The book: Citizen Tom Paine by Howard Fast could be utilized for further gackground. Questions for discussion: a. Why did Thomas Paine say: "These are the times that try men's souls?" b. Are there any religious groups today which reflect Thomas Paine's ideas about man's relationship to God? c. Are there any individuals today who reflect his thinking? d. Is Thomas Paine still a controversial figure today?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. NOTE TO TEACHER: Similar types of activities as already described could be used for other individuals in our history (and present) who espouse unpopular causes. The student may want to make up his own list of such "rebels" and research those he finds of particular interest to him. There should be available in the class: a. The Unpopular Ones by Jules Archer b. American Anti-War Movements by Jos. Contin c. They Showed the Way d. American Biographies by Murray Sussman e. Black Americans by John Kurt Wilkman f. Women who Shaped History by Henrietta Buckmaster g. 40 American Biographies h. They Were First by Chas. Spiegler Available Records: W. E. B. DuBois Minority Party in America both from Educational Audio-Visual Co. Available filmstrip: The Dissenter - Norman Thomas (Association Films)

GOAL: THE STUDENT WILL RESEARCH THE LIFE AND TIMES OF AMERICANS WHO ACHIEVED "SUCCESS" IN SPITE OF PREJUDICE AND DISCRIMINATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Overcoming prejudice and discrimination takes great courage and determination.	A. The student will research the man and the times who made it in spite of prejudice.	1. The student will define: prejudice discrimination 2. Using some of the following personalities, the student will research the times in which they lived: a. Benjamin Banneker b. Elizabeth Blackwell c. Marian Anderson d. Jim Thorpe e. James Brown (singer) f. Jackie Robinson g. Althea Gibson h. Cesar Chavez i. Richard Wright j. Gordon Parks k. Dr. James Comer l. Dr. Dorothy Brown m. Charles Lloyd n. Paul Robeson o. Ralph Bunche p. Mary McLoed Bethune (teachers and students could add to list) Discussion questions: a. What forms of prejudice and discrimination did these Americans encounter? b. Was that type of prejudice prevalent in American society? c. How did the individual overcome the barriers to their "success?" 3. The teacher will show the filmstrip: <u>They Have Overcome</u>, Warren Schloat.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Students will find the following books helpful: Women who Shaped History They Showed the Way The Black Athlete Black Americans Paul Robeson, Citizen of the World Men Who Made It 5. The student will role-play incidents in the lives of any American (already researched) who suffered discrimination. 6. The student will write a letter to any of the Americans who "made it" in spite of prejudice and discrimination and ask them any questions they feel would broaden their scope of understanding.

GOAL: BASED ON THEIR READINGS, THE STUDENT WILL ANALYZE THE CONDITIONS OF THE SOCIETY WHICH NECESSITATED SOME AMERICANS TO ENGAGE IN COURAGEOUS EFFORTS TOWARD SOCIAL REFORM, AND MAKE A JUDGMENT AS TO THE EFFECTIVENESS OF THE REFORMER.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
In every age there are individuals who will work for reform and change.	A. The student will discuss some well-known quotes to develop an interest in social reformers.	1. For general discussion: Some well-known quotes that will stir the imagination of students for this section of the quin: a. "Every custom was once an eccentricity; every idea was once an absurdity." ---Holbrook Jackson--- b. "Courage is grace under pressure." ---Ernest Hemingway--- c. "We must use time creatively, and forever realize that time is always right to do right." ---Dr. Martin Luther King, Jr.--- d. "Nothing is better than that a man should rejoice in his works." ---Bible--- e. Let your actions be led by yourself, not be events. ---Bhagavad Gita---
Individuals fight for rights and reform at great personal and financial sacrifice.	B. The student will research the life and times of social reformers.	1. Given the following list of Americans, the student will research their lives and times, (by reading biography or biographical sketches): a. Roger Williams (set pattern for separation of church and state) b. Frederick Douglass (great orator - anti-slavery) c. Susan B. Anthony (women's rights) d. Doreathea Dix (humane treatment of the mentally ill) e. Jane Addams (fought for garbage collection, fought for rights of poor, worked for peace - won Nobel Peace Prize) f. Dr. Martin Luther King Jr. (great civil rights leader, Nobel Peace Prize winner)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. John Steinbeck (muckraker) i. Upton Sinclair (muckraker) j. Horace Greeley (fighting journalist) k. John Peter Zenger (fighting journalist) l. Mary McLoed Bethune (fought for schools for Blacks) m. Harriet Tubman (underground railroad for slaves) n. Cesar Chavez (fought for the rights of Mexican-Americans and migrant workers) o. Ralph Nader (consumer rights - exposes wrongs of business and corporation) p. Horace Mann (education) q. John Dewey (education) r. Jacob Riis (slum clearance)
	C. The student will assess the conditions in the society which necessitates the demand for reform.	1. The students should be able to answer the following questions after their research: a. What was the cause the reformer worked for? b. Did the times demand changes in the society? c. What specifically motivated the reformer? d. How did the public respond to the call for reform and change? e. What methods did the reformer utilize to communicate his cause? f. How effective was the reformer? What changes were made? 2. The student will role-play incidents and events in the lives of any of the above mentioned "reformers." 3. The student will write a letter to the "reformer" expressing his viewpoint on the beliefs and activities of the "reformer."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

4. Name a social problem that you believe is serious and then answer the following questions:

   a. If you were a reformer devoted to solving problems, what specific goals would you want to reach?
   b. What methods would you use to reach your goals?
   c. Would you aim at getting people to change their behavior? at getting the conditions which produced the problem changed? both?

5. Compare and contrast personality and drive of women reformers (past and present):

Past	Present (60's on)
Susan B. Anthony	Rachel Carson (deceased)
Dorothea Dix	Kate Millet
Jane Addams	Eleanor Roosevelt (deceased)
Harriet Tubman	Joan Baez
Elizabeth Blackwell	Jane Fonda

Questions: Did any of them have similar causes? Which ones were the most effective? What methods did they use? Describe the times in which one lived?

The student can attempt to mimic or portray one of the women, i.e., an actual or made-up speech and share with class.

6. Compare and contrast personality, drive and depth of committment of the following Americans:

Thoreau	Rosa Parks
Baez (husband Dave Harris)	Dr. Martin Luther King
Daniel Ellsberg (Pentagon Papers)	
Harriet Tubman	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(student and teacher can add or delete) Questions: To what idea were they committed?? (Civil disobedience) What were their acts of Civil Disobedience? What were the general reactions? How effective was their acts of civil disobedience? Did any of the conditions they brought into focus change? 7. The teacher will discuss the following quotes: "What is the use of a house if you haven't got a tolerable planet to put it on?" ---Thoreau--- "Man has lost the capacity to foresee and forestall. He will end by destroying the earth." ---Albert Schweitzer--- "The most alarming of all man's assaults upon the environment is the contamination of air, earth , rivers and sea with dangerous and even lethal materials. This pollution is for the most part irrecoverable..." ---Rachel Carson--- Based on their discussion, the student will make a critical analysis of the problems of ecology facing Americans and the world today. Question: Who were the Americans, throughout history who were concerned about conservation? What did these Americans advocate? Were their ideas readily accepted?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
23 Does the individual help shape the destiny of society, or does society shape the destiny of the individual?		8. The students will research the life and times of Rachel Carson. What impact did her writings have on today's society? Who are some Americans who have continued her efforts? 9. Ralph Nader has written several books and pamphlets among them: Unsafe at any Speed Who Speaks for the Consumer? Who is Ralph Nader? What is his cause? Who are his Raiders? What techniques for change are being employed? What sector of the society is resisting his ideas? Why? What changes have resulted since his crusade began? (NOTE: Booklet Who Speaks for the Consumer? can be purchased from: League for Industrial Democracy, 112 East 19th St., New York, N.Y. 10003) 10. The Supreme Court has recently made a ruling regarding separation of Church and State. The student will research the role Roger Williams, the minister with different ideas, played in the history of our country regarding the separation of church and state. (could also add Anne Hutchinson) How has our nation made use of Roger Williams efforts?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. The student can research Supreme Court decisions dealing with separation of Church and State. They should discuss Madeline Murray O'Hare's recent efforts to have church property taxed. Are there any other present day Americans who are crusaders for this cause? (separation of church and state) NOTE: Books that can be utilized for this portion of quin: They Showed the Way Women Who Shaped History Promise of America: Struggling for the Dream Inquiry: USA The Unpopular Ones Pioneers in Protest Filmstrips: The Literature of Protest (Guidance Assoc.) Social Movements to Change a Nation (Guidance) Women: The Forgotten Minority (Dennoyer-Geppert) Civil Disobedience (Guidance) Environment: Changing Man's Value (Guidance) Freedom of the Press Today (Guidance)

GOAL: THE STUDENT WILL RESEARCH AMERICANS WHO CONTRIBUTED TO THE GROWTH OF INDUSTRY AND LABOR AND ASSESS THE PROBLEMS ENCOUNTERED BECAUSE OF THIS GROWTH.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Technological advances bring about many complex problems.	A. The student will research the life and times of Americans in Industry and Labor.	1. The student will define: capitalism — socialism industrial revolution — monopoly child-labor laws — labor union laissez-faire — profit 2. The student will construct a time-line and place the following Americans in their proper time: Samuel Slater — Henry Ford James Hargreaves — Andrew Carnegie James Watt — George Pullman Eli Whitney — The Rockefeller Empire Montogomery Ward — The DuPont Empire Cyrus McCormick — J. Paul Getty Andrew Mellon — William Vanderbilt (list could be added to or deletions made) The student will discuss these Americans in their proper frame of reference. In what way did they contribute to the rise of industry? How did they feel about government regulation of industry? What were some of the resultant problems created by their growth? 3. The students will discuss the following quote: "The man who dies rich dies disgraced." ---Andrew Carnegie--- Questions: Why would a rich man say such a thing? What is Carnegie's money being used for today? How many other industrial magnates have set up foundations for the benefit of society? (See American Heritage, April 1971)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. For general discussion: "Are the industrial success stories of yesterday, still possible today?"
	B. The student will make some value judgments about the division of wealth.	1. The student will critically assess his own personal values and beliefs concerning the morality of accruing great personal wealth. He will consider the following ideas and questions: a. What personal characteristics do those people have who are rich? b. Does the question of how you acquired wealth and at wh what rate have any bearing on the question? c. Generally speaking, what do you think the young people today are striving for? Is personal wealth and "success materially" part of their picture? NOTE TO TEACHER: You may want to consult the book entitled: The Rich and the Super-Rich by Ferdinand Lundburg. New York: Lyle Stuart for background information on many wealthy men and families.
The factory system brought numerous social and economic problems.	C. The student will analyze the problems resulting from the growth of industries.	1. The industrial revolution and growth of facotries caused some of the following problems? dangerous working conditions, i.e., child labor, exploitation of workers (long hours, poor pay) concentration of economic wealth

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

As these problems emerged, there also emerged Americans who were interested in correcting or eradicating the problems and injustices.

The student will research the following Americans as to their aims and purposes and the role they played in changing conditions:

Samuel Gompers	Elizabeth Gurley Flynn
Eugene Debs	Bill Big Haywood
John L. Lewis	Upton Sinclair
A. Philip Randolph	Terrence Powderly
James Hoffa	Norman Thomas

(student can add to list)

2. The teacher spotlight any of the above. For example:

Eugene Debs, an American Labor Leader, held public office, organized the rail workers, and formulated theories for the more equitable distribution of wealth. He condemned war, ran for president 4 times, was imprisoned.

A. Discussion questions:

What kind of a person was Eugene Debs? Why was he disenchanted with the American economic system?

B. Have students give personal reaction to the following thoughts of Eugene Debs:

...He never advocated violence; he believed that workers should not kill each other in war because wars were for competition between big industrialists...

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

C. What techniques did Eugene Debs use to communicate his theories that the economic system at that time was not just? Was he justified in using these techniques? Why or why not?

How effective was Eugene Debs?

3. The student will cite specific examples of change: immediate and long-range

examples: Organized Industrial Workers of the World Influenced laws for Clayton Anti-Trust Act, Adamson Act setting 8 hour day and Labor Relations Act which gave workers the right to bargain...with employers.

4. The student will compare Eugene Debs, his personality, drive, background, theories and methods with Norman Thomas, Terrence Powderly, John L. Lewis and others.

5. Class discussion:

Ask the students what conditions would have to be present in America today for the American society to tolerate the following changes:

a. system of regulated capitalism to socialism or other type of economic system
b. commune living
c. four day work week
d. Guaranteed income
e. "Cradle to Grave Social Security"
f. Greater limits on profit

6. By writing an essay, the student will speculate about some of the new problems that will face our society as a result of technology.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. The student will determine, through research, which Americans speak for: a. The consumer b. The worker (white and blue collar) c. The business community Materials that can be used for this part of the Quin: Books: The Unpopular Ones American Radicals American Biographies Inquiry: USA Filmstrips: The Growth of the Labor Movement (Guidance Associates) Films: The Dissenter: Norman Thomas (Association Film) John L. Lewis (Association Film) The Rise of Big Business (Encyclopedia Britannica) Consult Dade County Film Library

GOAL: THE STUDENT WILL IDENTIFY AMERICANS WHO HAVE ENRICHED OUR CULTURE BECAUSE OF THEIR CREATIVITY AND TALENTS AND WILL EXAMINE THEIR LIVES AND TIMES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
People of all races and ethnic backgrounds have contributed to the enrichment of American culture. Great messages can be conveyed through literature, art, and music.	A. The student will examine the life and times of talented Americans.	1. The students and teacher will identify some talented Americans in the following areas who have contributed to the richness and beauty of our culture. a. art (painting, sculpturing, etc.) Winslow Homer — Ben Shahn Jackson Pollock — Rockwell Kent Frank Lloyd Wright — Grandma Moses Norman Rockwell — Whistler Does the work of these artists reflect the times they lived in? What kind of art came out of the Depression Years? b. recreation (major sports) Althea Gibson — Babe Ruth Jim Thorpe — Willie Mays Jackie Robinson — Bill Russell What role does recreation and sports play in our culture? Do we live in the age of "spectator" sports as opposed to participation sports? c. music and dance and theatre Leonard Bernstein — Sarah Bernhardt Simon & Garfunkle — Paul Robeson Helen Hayes — Maria Tallchief Marian Anderson — Duke Ellington Enrico Caruso — Louis Armstrong

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

How has music and dance changed in our culture from colonial times to the present?

d. literature

Mark Twain	Sinclair Lewis
Walt Whitman	Ernest Hemingway
Upton Sinclair	Pearl S. Buck
Richard Wright	Carl Sandburg
Langston Hughes	John Steinbeck
	Ralph Waldo Emerson

Did the authors' writings reflect the times?
Compare the styles of writers of yesterday with writers of today.
Are we a nation of readers? What do we read?

2. The students can role-play some of the personalities, bring in their works for discussion, read some of their poetry, listen to some of the music and relate it to the "life and tastes" of Americans today.

3. The student will make a judgment about the types of literature, art, and music that is part of our culture today. Is he happy with them?

Resources for this part of quin:

Books: American Biographies
Great Artists of America
Great Americans - Short Biographies
Famous Negro Entertainers on Stage, Screen, and T.V.

Filmstrips: Years of Change (Life Ed. Services)
American Authors (Ed. Reading Services)

GOAL: THE STUDENT WILL IDENTIFY GREAT AMERICANS WHO HAVE ADDED TO OUR KNOWLEDGE OF SCIENCE, MEDICINE, AND TECHNOLOGY AND EXAMINE THEIR LIVES AND TIMES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Pioneers in science come from all races and ethnic groups.	The student will research Americans in the areas of science, medicine, and technology and examine their lives and times.	1. The students and teacher will compile a list of Americans who have added to our knowledge of science, medicine and technology. The list could include: Enrico Fermi — Luther Burbank George Washington Carver — Lee DeForest John Glenn — Alexander Graham Bell Albert Einstein — Henry Ford Dr. Michael DeBakey — Dr. Jonas Salk Charles Drew — Thomas Edison (Students and teacher could add to the list) After reading and research the students will place the individual in the scientific category that his work related to: For example: Medicine, Invention, Botany, etc. 2. The student will show in a graphic manner (poster, bulletin board, etc.) the life, times, and works of a particular scientist. 3. What impact did their works have on the total culture? 4. Projection: Student will speculate or predict the types of inventions or breakthroughs in medicine he foresees in the near future. See bibliography for sources.

GOAL: THE STUDENT WILL IDENTIFY AMERICANS PAST AND PRESENT WHO HAVE CONTRIBUTED TO THE DEVELOPMENT OF AMERICAN FREE INSTITUTIONS UNDER LAW AND EXAMINE THEIR LIVES AND TIMES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The laws of the land are a reflection of the people and the times.	The student will research Americans in the areas of government and law and examine their lives and times.	1. The student will know the following words: idealist — politician "state's rights" — credibility gap realist — politics government 2. Students will construct a time line and place the following Americans in their proper time: Thomas Jefferson — William Douglas Earl Warren — J. William Fulbright Thurgood Marshall — Franklin Roosevelt Andrew Jackson — Ramsey Clark John Marshall (Students and teacher can add to list.) The students will discuss these people in their proper frame of reference. 3. After reading and research, the students will make generalization as to the contribution made by the above leaders in the area of: Federal laws which effect us today; Civil rights legislation; rights of women; labor laws; crime in America, welfare. 4. Discussion: Do people in politics and government have "unique" personality traits? Do you have to be a realist or idealist to be in politics? Are there any similarities among the above listed people?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. With all the talk about the "credibility gap" in government today the student will critically assess some of the major political leaders of today. Consult bibliography for resource material.

GOAL: THE STUDENT WILL IDENTIFY AMERICANS WHO HAVE CONTRIBUTED TO THE DEVELOPMENT AND PLANNING OF CITIES AND EXAMINE THEIR LIVES AND TIMES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The death of our cities is inevitable unless men of vision with remedies are taken seriously.	A. The student will examine the life and times of men concerned about the problems of our cities.	1. The student will know the following words: urban sprawl — inner city ghettoes — slums slumlord — tenements urban renewal — suburb megolopolis 2. The student will research the following people: Benjamin — Jacob Riis Robert Weaver — Lewis Mumford a. What were Benjamin Franklin's contributions to the orderly development of the city of Philadelphia? b. Was Franklin ahead of his times in his thinking about city planning? c. What medium did Franklin use to get acceptance for his ideas? d. Jacob Riis waged war against the slums and degradation that living in them encompassed. What methods did he use in his fight to rid New York of its slums? How successful was he? What kind of person was Riis compared to Franklin? e. Lewis Mumford was very critical about the ugliness and lack of planning of American cities. What were his plans for change? Did anyone take him seriously? What type of person was he? f. The problems of the cities became so severe that the Federal government set up a Cabinet post with Robert Weaver as the first Secretary of Housing and Urban Development. What is the background of Robert Weaver? Is he a forceful individual? How does he compare to Jacob Riis in personality and drive? What can his Department hope to accomplish in the alleviation of the blights in our cities?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will make a judgment about the problems and solutions of our cities.	1. Based on their research, the student will be asked to critically assess the reasons for the dilemma of the cities. What has the age we live in, the economic system, and the mobility of people have to do with the dilemma? After their critical assessment the students should list possible solutions. Resources: American Biographies How the Other Half Lives Jacob Riis Revisited: Poverty and Slum in Another Era AEP booklets

MATERIALS

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS

Archer, Jules. The Unpopular Ones. New York: Crowell, 1968.
Sussman, Murray. American Biographies. New York: Holt, Rinehart, Inc., 1968.
Kane, Ralph and Jeffrey Glover. Inquiry: U.S.A. New York: Globe Book Co., 1971.
Bailey, Helen. 40 American Biographies. New York: Harcourt Brace & World, 1964.

II. ALTERNATE STUDENT AND CLASS MATERIAL

A. TEXTUAL

Buckmaster, Henrietta. Women Who Shaped History. New York: Collier Books, 1966.
Biography - 17 titles, charts, guide. SPRINGBOARDS. New York, N.Y.: Noble and Noble Publishers. (Low reading level)
Levitt, Kendricks. Afro-American Voices, 1770's - 1970's. New York: Oxford Book Co., 1970.
Spiegler, Charles, ed. They Were First. Columbus: Charles E. Merrill Publishing Co., 1968.
Rollins, Charlemae Hill. They Showed the Way. New York: Crowell, 1964.
Bennett, Lerone. Pioneers in Protest. Chicago: Johnson Publishing Co., 1968.
Wilkman, Jon Kurt. Black Americans. (From Colonial Days to Present.) New York: New York Universal Publishers and Distribution Corp., 1969.
Golden Legacy Series. (Comic books.) P.O. Box 4939, Clinton, Iowa. Famous Negroes.
Dade County LAPS for low reading level students on Negro literature, and famous Negroes in history.
World Affairs Materials. Brooklyn College, Brooklyn, N.Y. (Ralph Bunche, Jane Addams, Emerson, Thoreau)
Potter, Robert. Americans Meet the Challenge. New York: Globe Book Co. (Reading Level 4)
Law, F. K. Great Americans. New York: Globe Book Co. (Reading Level 6)
Law, F. K. Great Lives. New York: Globe Book Co. (Reading Level 6)

B. AUDIO-VISUAL MATERIALS

1. FILMSTRIPS/RECORDS, TEACHER'S GUIDES.

Guidance Associates: (Pleasantville, New York)	Civil Disobedience - 2 parts
	Concord: A Nation's Conscience - 2 parts
	Growth of the Labor Movement - 2 parts
	The Literature of Protest - 3 parts
	Social Movement: To Change a Nation
	The Search for Black Identity: Martin Luther King and Malcolm X - 2 parts
	Benjamin Franklin: Symbol of the American Revolution

RMI film: (Kansas City, Mo.)	Mark Twain, The Man and the Legend Joseph Pulitzer, Immigrant Editor
Filmstrip House: (New York, N.Y.)	Thoreau - 4 parts
Warren Schloat: (Pleasantville, N.Y.)	They Have Overcome - 4 parts Rush Toward Freedom - 8 parts Freedom of the Press - Peter Zenger - 1 part
Life Educational Services:	Years of Change - Part III (Homer, Whistler, Remington)
Bill Milner: (St. Petersburg, Fla.)	Famous Americans (Edison, Carver, Bell, E. Roosevelt, Jane Addams)
Educational Audio Visual Inc.: (Pleasantville, N.Y.)	Grapes of Wrath and the 1930's John Brown Mark Twain's Mississippi - 2 parts
Eye Gate: (Jamaica, N.Y.)	Image Makers - 10 parts Famous American Women - 9 parts Leaders of America - 9 parts
Modern Learning Aids: (Rochester, N.Y.)	Freedom of the Press - filmstrip only Mark Twain's America - filmstrip only Social Reformers - filmstrip only
BFA Educational Media: (Santa Monica, Calif.)	American Negro Pathfinders (Martin Luther King, Philip Randolph, Benjamin Davis, Bethune, Marshall, Bunche)
Educational Reading Service, Inc.: (Paramus N.J.)	American Authors (Alcott, Clemens, Longfellow, Irving, Poe, Whittier) - 6 filmstrips
Educational Record Sales: (New York)	Black Americans in Political Life - 5 parts Black Americans in Arts and Science - 5 parts Puerto Rican Leaders of the 20th Century - 4 parts Mexican American Leaders of the 20th Century - 4 parts

New York Times Book and Education Division: (New York, N.Y.)	Negroes in America: From Slavery to New Militancy	
	Black Americans and Their Goals	
Dennoyer-Geppert Audio Visual: (Chicago, Ill.)	Women: The Forgotten Majority - 2 parts	
Encyclopedia Britannica Films: (Wimette, Ill.)	John Marshall	
	Roger Williams	
	Horace Mann	

2. FILMS

Association Films: (New York)	John L. Lewis - 26 min. (rental)	
	The Dissenter: Norman Thomas	
	Frank Lloyd Wright	
	Dr. Michael Ellis DeBakey	
	Woodrow Wilson: The Fight for Peace	
	The Creative Thirties	
	The Women Get the Vote	
	Duke Ellington Swings Through Japan	
New York Times Library and Information Services:	The Hurdler - Dr. Charles Drew. Color, 16 min, 16 mm.	
	Freedom Man - Frederick Douglass	
	Emperor Jones in America - Paul Robeson	
National Educational Media: (Hollywood, Calif.)	Decision at Delano - Cesar Chavez (rental)	
Field Services, Indiana Univ. Audio Visual Center: (Blooming, Indiana)	Martin Luther King: The Man and the March. 83 min. b/w. (rental)	
Dade County Board of Public Instruction	King, Martin Luther, Jr. From Montgomery to Memphis	1-31873
	Labor Movement, The Beginnings and Growth in America	1-1378
	Modern Women: The Uneasy Life Part 1	1-31771
	Part 2	1-31772
	Rise of Industrial Giants	1-31770

Afro-American Artists 1800 - 1968	5-20188
Clarence Darrow	1-31562
Frederick Douglass: The House on Cedar Hill	1-13555
Earhart, Amelia	1-05123
Thomas Edison	1-31006
Henry Ford	1-31549
FDR's First Term	1-05112
John Glenn	1-31556
Grandma Moses	1-12413
Health Heroes: The Battle Against Disease	1 05098
Historian's View of Henry Ford	1-31168
Thomas Jefferson	1-12429
Legacy of Thomas Edison	1-05100
Mark Twain: Background for his Works	1-11810
John Marshall	1-12466
Mathew Brady: Photographer of an Era	1-05525
Dr. Salk: Medical Miracle	1-05125
Carl Sandburg	1-30992
Walt Whitman: Back ground for his Works	1-30992
Booker T. Washington	1-12475
Roger Williams: Founder of Rhode Island	1-30993
World Mourns FDR's Passing	1-05113
Frank Lloyd Wright	1-30994
Yankee Painter: The Work of Winslow Homer	1-30808
I Have a Dream: Life of Martin Luther King	1-31704
John L. Lewis	1-31550
Mark Twain	1-31559
Jackie Robinson	1-31555
Franklin D. Roosevelt	1-31552
Babe Ruth	1-31569
Woodrow Wilson	1-31551
Billy Mitchell	1-31566
Amelia Earhart	1-31565
Richard E. Byrd	1-31563
Charles Lindbergh	1-31567
Douglas Mac Arthur	1-31542
George Patton	1-31543
Theodore Roosevelt	1-31560

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Brandom Films, Inc.: (New York, N.Y.)	The Pearl by John Steinbeck. b/w, 77 min. (rental) Babbitt by Sinclair Lewis. b/w, 75 min. (rental) The Grapes of Wrath by John Steinbeck. b/w, 128 min. (rental) The Forgotten Village by John Steinbeck. b/w, 62 min. (rental)
Encyclopedia Britannica: (Chicago, Ill.)	The Rise of Big Business (Carnegie, Rockefeller, Morgan) 27 min. b/w Susan B. Anthony The Gasoline Age

3. RECORDS

Demco Educational Corp.: (Madison Wis.)	Industrial Growth - 1865 to 1900 - Set of 2 records or cassettes The Progressive Reformers - 1900 - 1920 - Set of 2 records or cassettes Songs of the Suffragettes - Record
Folkways/Scholastic:	Anthology of Negro Poets in the U.S.A. Interview with William O. Douglas Human Rights (Eleanor Roosevelt) The Negro Woman (McLeod, Tubman, etc.) Autobiography of Frederick Douglass Vol 1 and 2 W. E. DuBois Langston Hughes' Jerico Jim Crow - 2 records
Educational Audio Visual Inc.: (Pleasantville, N.Y.)	In Search of Freedom - Martin Luther King W. E. B. DuBois Great Negro Americans The Minority Party in America
Education Record Sales: (New York , N.Y.)	Poetry of Langston Hughes Poetry of Carl Sandburg Walt Whitman - Leaves of Grass Stephen Crane - Red Badge of Courage John Steinbeck - The Red Pony - 2 records Mark Twain's Mississippi Carl Sandburg: A Lincoln Album - 2 records Frederick Douglass
Society for Visual Education: (Chicago, Ill.)	Blacks in Science (or cassette) Blacks in Government (or cassette) Blacks in Music (or cassette) Blacks in Art (or cassette)

4. CASSETTES

Center for Cassette Studies: (North Hollywood, Calif.)	Roots of American Radicalism (Norman Thomas) 27 min.	
	Spotlight on John Peter Zenger. 22 min.	
	Main Street - Sinclair Lewis. 56 min.	
	Life on the Mississippi - Mark Twain. 27 min.	
	Spotlight on Sinclair Lewis. 52 min.	
	Focus on Bayard Rustin. 57 min.	
Audio Visual of South Florida: (Ft. Lauderdale, Fla.)	Sojourner Truth	NB601
	Frederick Douglass	NB602
	Crispus Attacks	NB609
	Dred Scott	NB610
	Harriet Tubman	NB611
	Martin Luther King	NB612
	Mary McLeod Bethune	NB613
	Booker T. Washington	NB614
	Charles Richard Drew	NB623
	George Washington Carver	NB624
Cook Consultants: (Ft. Lauderdale, Fla.)	American's Golden Age (Hawthorne, Emerson, Thoreau, Longfellow, Poe, Whitman)	

5. SINGLE CONCEPT FILMS

Pathe Educational Sciences: (New York)	Jackie Robinson. 3½min.
	John D. Rockefeller
	Ralph Bunche
	Henry Ford

6. REPRINTS

Life Reprints: (New York)	#7 Frost and Sandburg
	#9 Three American Poets
	#60 Mark Twain
	#46 A Separate Path to Equality

7. PICTURES

The Perfection Form, Co.: Women Suffrage - 10 pictures
(Logan, Iowa)

B.F.A. Educational Media: Famous Black Americans - set of 12
(Santa Monica, Calif.)

Educational Stimuli: Ralph Waldo Emerson, Carl Sandburg, Thoreau, Mark Twain, Whitman, etc.
(Telegram Bldg., Superior, Wisconsin) (Company has pictures of many writers and poets.)

III. SUPPLEMENTAL TEACHER RESOURCES

A. BOOKS

Kane, Ralph and Jeffrey Glover. Inquiry: U. S. A. New York: Globe, 1971.
Lundberg, Ferdinand. The Rich and the Super-Rich. New York: Lyle Stuart, 1968.
Ladenburg, Thomas. Yesterday, Today, Tomorrow (American Adventures Program). Scholastic Book Services, 1970.

IV. SUPPLEMENTAL PUPIL RESOURCES

A. BOOKS

Addams, Jane. Twenty Years at Hull House. New York: MacMillan, 1954.
Allen, Frederick Lewis. The Great Pierpont Morgan. New York: Harper Row, 1971.
Allen, Lee. Babe Ruth, His Story in Baseball. New York: Putnam's Son, 1966.
Archer, Jules. The Unpopular Ones. New York: Collier Press, 1968.
Archer, Jules. Fighting Journalist: Horace Greeley. New York: Messener, 1966.
Baker, Nina Brown. Big Catalogue (Life of Aaron Montgomery Ward). New York: Harcourt, Brace & Co., 1956.
Baker, Rachel. Angel of Mercy: Dorothea Lynde Dix. NewwYork: Julian Messner.
Bennett, Lerone. Pioneers in Protest. Chicago: Johnson Publishing Co., 1968.
Benet, Stephen Vincent. Daniel Webster. Laurel Leaf.
Bernard, Jacqueline. Journey Toward Freedom, Sojourner Truth. New York: Laurel Leaf.
Breeden, Robert. Those Inventive Americans. National Geographic Society, 1971.
Bryan, Florence Horn. Susan B. Anthony: Champion of Women's Rights. New York: Julian Messener, 1947.
Burns, James MacGregor. Roosevelt: The Soldier of Freedom 1940-1945. Book of the Month Club, 1970.
Caldwell, Cy. Henry Ford. New York: Julian Messner.
C rson, Rachel. Silent Spring. New York: Fawcett, 1962.
Chamberlain, John. The Enterprising Americans. New York: Harper Row, 1971.
Clark, Ronald. Einstein: The Life and Times. Book of the Month Club, 1970.
Coigney, Virginia. Margaret Sanger: Rebel with a Cause. New York: Doubleday, 1969.

Conlin, Joseph. American Anti-War Movements. Calif.: Glencoe Press, 1968.
Coolidge, Olivia. Tom Paine, Revolutionary.
Cordasco, Francesco. Jacob Riis Revisited: Poverty and the Slum in Another Era. New York: Doubleday, 1971
Deutch, Babette. Walt Whitman: Builder for America. New York: Julian Messner, Inc., 1941.
Dougherty, Michael. Samuel Clemens. New York: Crowell, 1971.
Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave. New York: Dolphin Books, 1963.
Emerson, Ralph Waldo. Henry David Thoreau. New York: Laurel Leaf.
Fast, Howard. Citizen Tom Paine.
Franchere, Ruth. Cesar Chavez. New York: Crowell, 1971.
Freedgood, Lillian. Great Artists of America. New York: Crowell, 1963.
Gerhardt, Jennie. Theodore Dreiser. New York: Laurel Leaf, 1971.
Goldberg, Harvey. American Radicals. New York: Monthly Review Press, 1957.
Goodsell, Jane. Eleanor Roosevelt. New York: Crowell, 1971.
Graham, Shirley. Your Most Humble Servant, Benjamin Banneker. New York: Julian Messner, 1957.
Graham, Shirley. Paul Robeson: Citizen of the World. New York: Messner, 1946.
Graham, Shirley. The Story of Phyllis Wheatley. New York: Julian Messner.
Graham, Shirley. Booker T. Washington. New York: Julian Messner, 1968.
Graham, Shirley. Dr. George Washington Carver. New York: Julian Messner, 1968.
Graham, Shirley. Frederick Douglass. New York: Julian Messner.
Gurko, Miriam. Clarence Darrow. New York: Crowell, 1965.
Guy, Rosa. The Movement (Thurgood Marshall, Martin Luther King). New York: Scholastic Books, 1971.
Haley, Alex. The Autobiography of Malcolm X. New York: Book of the Month Club, 1971.
Hairston, Lyle. Men Who Made It. New York: Scholastic, 1971.
Harlow, Alvin. Andrew Carnegie. New York: Julian Messner.
Harrity, Richard. The F.D.R. Story. New York: Duell, Sloan & Pearch, 1958.
Harrod, Kathryn E. Man of Courage: The Story of Dr. Edward Trudeau. New York: Julian Messner, 1960.
Haywood, Big Bill, (an autobiography) New York: International Publishers, 1958.
Highet, Gilbert. Frank Capra: The Name Above the Title. Book of the Month Club, 1971.
Hirshberg, Al. Bill Russell of Boston Celtics. New York: Julian Messner, 1964.
Jacobs, Herbert. Frank Lloyd Wright. New York: Harcourt, Brace & World, 1965.
Judson, Clara. Andrew Carnegie. Chicago: Follett, 1964.
Kendricks, Ralph. Afro-American Voices. New York: Oxford Book, 1970.
King, Coretta. My Life With Martin Luther King, Jr.
King, Martin Luther. Marching To Freedom. New York: Harper Row, 1970.
Kugelmass, J. Alvin. Ralph Bunche, Fighter for Peace. New York: Messner, 1968.
Lader, Lawrence and Milton Meltzer. Margaret Sanger: Pioneer of Birth Control.
Lacey, Leslie. Cheer the Lonesome Traveler: The Life of W.E. DuBois. New York: Laurel Leaf.
Lukas, J. Anthony. Don't Shoot - We Are Your Children. New York: Book Find Club, 1971.
McGill, Ralph. Carl Sandburg. New York: Laurel Leaf, 1969.

McKee, Don. Martin Luther King, Jr. New York: Putnam, 1967.
McNeer, May and Lynd Ward. America's Mark Twain. Boston: Houghton Mifflin, 1962.
Meigs, Cornelia. Mark Twain. New York: Laurel Leaf, 1970.
Mersand, Joseph, ed. Great American Short Biographies (Thoreau, Twain, Carnegie, Sandburg, Anderson). New York: Laurel Leaf, 1971.
Meyers, Elisabeth. Maria Tallchief: America's Prima Ballerina. New York: Grosset & Dunlap, 1966.
Morris, Richard, ed. Turbulent Times - America in the Nuclear Age 1946 - 1962. New York: McGraw Hill, 1961.
Nader, Ralph. Who Speaks for the Consumer? New York: League for Industrial Democracy, 1971.
Navarro, Joseph. La Causa: Cesar Chavez and the Migrant Cause. New York: Scholastic Books, 1971.
Noble, Iris. Great Lady of the Theatre: Sara Berhardt. New York: Messner, 1960.
O'Connor, Richard. The Common Sense of Tom Paine. New York: McGraw Hill, 1969.
Orr, Jack. The Black Athlete, His Story in American History. New York: Lion Press, 1969.
Peare, Cathering Owens. The F.D.R. Story. New York: Crowell, 1963.
Peare, Catherine Owens. Mary McLeod Bethune. New York: Vanguard, 1957.
Peare, Catherine Owens. John Woolman, Child of Light. New York: Crowell, 1954.
Peare, Catherine Owens. The Woodrow Wilson Story: An Idealist in Politics. New York: Crowell, 1957.
Powell, Daniel. Ideas in Conflict. New Jersey: Scott Foresman, 1967.
Riis, Jacob. How the Other Half Lives. New York: Dover, 1970.
Rollins, Charlemae. Famous Negro Entertainers of Stage, Screen & T.V. New York: Crowell, 1964.
Rollins, Charlemae. They Showed the Way - 40 American Negro Leaders. New York: Crow 11, 1964.
Rockwell, Norman. My Adventures as an Illustrator. New York: Doubleday, 1960.
Shapiro, Milton. Jackie Robinson. New York: Messner, 1966.
Smiley, Marjorie. Two Roads to Greatness. New York: Macmillan, 1967.
Spencer, Philip. Three Against Slavery. New York: Scholastic Books, 1971
Spiegler, Charles. They Were First. New York: Charles Merril, 1968.
Sterling, Dorothy. Lift Every Voice.
Stone, Irving. Clarence Darrow for the Defense.
Thomas, Henry and Dana. Andrew Carnegie. New York: Laurel Leaf, 1969.
Thoreau, Henry David. Walden and Civil Disobedience. New York: Harper Row, 1969.
George Washington Carver. U. S. Gov't. Printing Office. #4701-0104. 10¢
Weaver, Robert. The Urban Complex. New York: Doubleday, 1971.
Weinberg, Meyer, ed. W. E. B. DuBois: A Reader. New York: Harper & Row, 1971.
Weingast, David. Franklin D. Roosevelt: Man of Destiny. New York: Messner, 1969.
Women in the Life and Times of Abraham Lincoln. Emma Lazarus Federation of Jewish Women's Clubs, 1963.
Wright, Richard. Black Boy. New York: Harper & Row, 1945.
Yest, Edna. American Women of Science. New York: Lippincott, 1955.

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